CAMBRIDGE

SECOND EDITION

Chris Redston & Gillie Cunningham

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B1 English Profile

Pre-intermediate
Student's Book

DVD-ROM

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Going to dinner Places I've been to Places to visit in my country	Advice on going to dinner **Help with Listening** /t/ at the end of words Dinner with Sam's parents		Advice on going to dinner in my country
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An invitation to dinner Arrangements with other students	VIDEO Making arrangements **Help with Listening** Intonation (2)	Dinner plans	An invitation to dinner
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1A Life stories

Vocabulary common phrases; question words
Grammar review of verb forms and questions

QUICK REVIEW Meeting new people
Introduce yourself to four other students. Find out two things about each person. Tell the class about two people you spoke to.

Vocabulary and Speaking
Common phrases

1 Work in pairs. Are these phrases about family (F), work (W), free time (FT) or study (S)?

be married *F*
have children
go to school/college/university
have an interesting job
go to the cinema a lot
be unemployed
have brothers and/or sisters
play video games
work for a big/small company
chat to friends online
have a degree
go to concerts
work at the weekends
study another language

2 **a** Tick (✓) the phrases in **1** that are true for you now or in the past.

b Work in groups. Tell other students about yourself. Use the phrases from **1** and your own ideas.

I'm married and I have three children.

How old are they?

Reading, Listening and Speaking

3 **a** Write the names of three famous British people. Why are they famous?

b Work in pairs. Compare names. Who is the most famous person, do you think?

4 **a** Look at the photos. Why is Jamie Oliver famous, do you think?

b Before you read, check these words with your teacher

a celebrity a chef a recipe a TV series a campaign
the government fresh ingredients the drums

c CD1 1 Read and listen to the profile of Jamie Oliver. Then match a–e to paragraphs 1–5.

a Jamie's early life
b Campaigning for healthy food
c A world-famous chef *1*
d Family and home life
e A restaurant with a difference

CELEBRITY PROFILE
Jamie Oliver

1 Jamie Oliver is one of the world's most famous chefs. You can watch him on TV in over 100 countries and read his recipe books in 29 languages. In fact, Jamie is the UK's second-biggest selling author of all time, after JK Rowling. There are also Jamie Oliver DVDs, food products, restaurants, magazines and apps for your phone.

2 Jamie was born in Essex, England, on 27th May 1975. When he was only eight he started helping in the kitchen in his parents' pub. After Jamie left college, he **worked** at the famous River Café in London for three years. He made his first TV series, *The Naked Chef*, in 1999. Jamie quickly became a celebrity and in the same year he cooked lunch for the British Prime Minister.

3 In 2001 Jamie opened a restaurant in London called Fifteen – but it wasn't a typical restaurant. Jamie took 15 young unemployed people and taught them to become chefs. The programme about the restaurant, *Jamie's Kitchen*, was on TV every week and became a big success. Jamie now has restaurants all over the UK and he **is going to open** restaurants in Australia and other countries around the world in the next five years.

4 Jamie is also famous for his 'better food' campaigns. In 2005 he made a TV series called *Jamie's School Dinners* because he wanted schools to give children healthier meals. Because of Jamie's campaign, the British government agreed to spend an extra £280 million on school meals. In another series, *Jamie's Ministry of Food*, he helped people to stop eating fast food and taught them to cook meals using fresh ingredients instead.

5 Jamie got married in June 2000 and he **lives** in London and Essex with his wife, Jools, and their four children. He loves travelling, playing the drums and riding around London on his scooter. At the moment Jamie **is writing** a new book of recipes, and when he's at home he enjoys relaxing with his family – as well as cooking, of course!

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5 **a** Read the profile again. Find the answers to these questions.

1 How does Jamie travel around London?
By scooter.
2 When did he make his first TV series?
3 What is he writing at the moment?
4 Which instrument can he play?
5 How often was *Jamie's Kitchen* on TV?
6 How many children has he got?
7 Where is he going to open his new restaurants?
8 How long did he work at the River Café?
9 How old was Jamie when he got married?
10 Who did he make lunch for in 1999?
11 Why did he make *Jamie's School Dinners*?
12 How much did the British government agree to spend on school meals?

b Underline the question words in **5a**.

c Do the exercise in Language Summary 1 VOCABULARY 1.1 ▶ p127.

HELP WITH GRAMMAR
Review of verb forms and questions

6 **a** Match the words/phrases in **bold** in Jamie's profile to these verb forms.

Present Simple *lives* Past Simple
Present Continuous *be going to*

b Look at the table. Notice how we usually make questions. Then write questions 2–4 from **5a** in the table.

question word	auxiliary	subject	verb	
How	does	Jamie	travel	around London?

c Look again at **5a**. Answer these questions.

1 Why don't we use an auxiliary in question 5?
2 What is the verb in question 6?
3 Look at question 7. When do we use questions with *be going to*?

d Check in GRAMMAR 1.1 ▶ p128.

7 **a** Make questions with these words.

1 live / Where / do / you ? *Where do you live?*
2 you / got / brothers and sisters / have / How many ?
3 studying / Why / you / are / English ?
4 Which / you / other languages / can / speak ?
5 favourite / 's / restaurant / your / What / or café ?
6 What / do / you / last New Year's Eve / did ?
7 going to / What / you / do / are / next weekend ?

b CD1 ▶ 2 PRONUNCIATION Listen and check. Listen again and practise.

c Work in pairs. Ask and answer the questions. Give more information if possible.

Get ready ... Get it right!

8 Write eight questions to ask another student. Use these ideas or your own.

- personal details
- family
- home
- work
- study
- free time
- last holiday
- future plans
- studying English

9 **a** Work with a student you don't know well. Take turns to ask and answer your questions. Make notes on your partner's answers.

b Work in new pairs. Tell your new partner about the person you talked to in **9a**.

c Tell the class two things about the person you talked to in **9a**.

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1B Super commuters

Vocabulary collocations (1): work; questions about travel
Grammar subject questions

QUICK REVIEW Question forms Work in pairs. Ask and answer questions about family, work, free time or study and find four things you have in common.

Vocabulary and Speaking

Collocations (1): work

1 Work in pairs. Fill in the gaps in the diagram with these words/phrases. Then check in VOCABULARY 1.2 p127.

~~a restaurant~~ ~~children~~ ~~a fashion company~~
unemployed people an office an airline
a multinational a factory teenagers
disabled people a hospital
an engineering company volunteers
a hotel an advertising agency

WORK

in (+ places)	for (+ companies)	with (+ people)
a restaurant	*a fashion company*	*children*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

HELP WITH LISTENING

Word stress

- In words of two or more syllables, one syllable always has the main stress.

2 **a** CD1 3 Look at these words from **1**. Listen and notice the word stress.

restaurant children
fashion company
unemployed office
airline multinational

b Work in pairs. Where is the stress on these words?

factory teenagers
disabled hospital
engineering volunteers
hotel advertising
agency

c CD1 4 Listen and check.

3 CD1 5 PRONUNCIATION Listen and practise the phrases in **1**. Copy the stress.

work in a restaurant

4 **a** Write the names of four people you know with jobs. Think of ways to describe their jobs. Use phrases from **1** or your own ideas.

b Work in pairs. Tell your partner about these people's jobs. Ask follow-up questions. Who has the most interesting job, do you think?

5 **a** Look at these questions about travel. Fill in the gaps with these question words.

How How long How much How far

1 _____ do you get to work/university/school?
2 _____ is it (from your home)?
3 _____ does it take you (to get there)?
4 _____ do you spend on travel a week?

b Match questions 1–4 to answers a–d. Then check in VOCABULARY 1.3 p127.

a (It's about) 10 kilometres.
b (I spend) about £45.
c (It takes) about half an hour.
d (I go) by train.

c Work in pairs. Take turns to ask questions 1–4 in **5a**. Answer for you.

Reading

6 **a** Read about the TV series *Super Commuters 2*. What is it about? What is 'a commuter', do you think?

b Read about the series again. Answer these questions.

1 When did Mick Benton live in Bangkok?
2 How far was it from his home to his office?
3 How long did it take him to get to work?
4 How long can people in Bangkok spend in traffic jams?
5 What does Gary do?
6 What kind of company does Sarah work for?
7 Where does Luke live?

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Gary

Super Commuters 2

ITV5, 9.30 p.m.

Sarah

MICK BENTON'S excellent series about commuters around the world returns to our screens this week. Mick had the idea for the programme when he worked for a TV company in Bangkok seven years ago. He lived only four kilometres from his office, but it took him over two hours to get to work every day. "The traffic there is unbelievable," says Mick. "People can sit in traffic jams for seven or eight hours a day. They even have their meals in their cars!"

In the first programme of the new series, Mick interviews three 'super commuters' who work in London. Gary Watson is a lawyer for an American multinational and he travels from York and back every day. Sarah Mead lives in Paris, but she works for a fashion company in London's West End. And Luke Anderson works for an advertising agency in the centre of London – he commutes all the way from Kraków, in Poland. So maybe your half-hour train journey to work every morning isn't so bad!

Luke

HELP WITH GRAMMAR Subject questions

7 **a** Look at sentences a and b. Then answer questions 1–4.

	subject	verb	object
a	Mick Benton	made	the TV series.
	subject	**verb**	**preposition + noun**
b	Sarah Mead	lives	in Paris.

1 Who made the TV series?
2 Who lives in Paris?
3 What did Mick Benton make?
4 Where does Sarah Mead live?

b Which questions ask about the subjects of sentences a and b?

c How are the question forms in 1 and 2 different from the question forms in 3 and 4?

d Check in GRAMMAR 1.2 p128.

8 Write questions for the words in bold.

1 **Mick** worked in Bangkok. *Who worked in Bangkok?*
2 Mick worked **in Bangkok**.
3 **Gary** lives in York.
4 Sarah works **in London**.
5 **Luke** works for an advertising agency.
6 The programme starts **at 9.30 p.m.**

Listening and Speaking

9 **a** CD1 6 Listen to three interviews from the TV programme. Write one reason why Gary, Sarah and Luke live a long way from work.

b Make questions. Use the Present Simple.

1 Who / leave / home at 6.45 a.m.?
Who leaves home at 6.45 a.m.?
2 How / Luke / travel / to work?
How does Luke travel to work?
3 Who / travel / to London twice a week?
4 How long / it / take / Luke to get to work?
5 Who / spend / £10,000 a year on travel?
6 Where / Sarah / stay / when she's in London?
7 How much / Luke / usually spend / on a return flight?
8 Who / commute / to London five days a week?

c Work in pairs. Can you answer the questions in **9b**?

d Listen again and check.

Get ready ... Get it right!

10 Work in pairs. Student A p102. Student B p108.

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1C VOCABULARY AND SKILLS Time off

Vocabulary free time activities; frequency adverbs and expressions
Skills Reading: a magazine article; Listening: a survey

QUICK REVIEW Present Simple questions
Work in groups. Ask questions to find out who: gets up first, takes the longest to get to class, spends the most on travel a week, watches TV the most, goes to bed last. **A** *What time do you get up?* **B** *At about seven. What about you?*

Vocabulary and Speaking
Free time activities

1 **a** Look at these free time activities. Then fill in the gaps in sentences 1–4 with the words in bold.

do yoga **play** volleyball
go cycling **go to** the theatre

1 We use _____ with words that end in *-ing*.
2 We use _____ with sports with a ball and other games.
3 We use _____ with places and events.
4 We use _____ with things you do in a gym or health club.

b Match these words/phrases to *do*, *play*, *go* or *go to*. Check in VOCABULARY 1.4 p127.

museums running
basketball judo
art galleries skateboarding
cards diving pilates
concerts/gigs mountain biking
the gym table tennis
gymnastics festivals chess

TIP • In these vocabulary boxes we only show the main stress in words and phrases.

c Work in pairs. Can you think of any more words/phrases that go with *do*, *play*, *go* or *go to*?

2 Work in the same pairs. Ask questions with *Do you ever … ?*. Find four things that you both do in your free time. Use phrases from **1** or your own ideas. Ask follow-up questions if possible.

Do you ever go to art galleries?

Yes, sometimes./No, I don't.

Reading and Listening

3 **a** How do people in the UK spend their free time, do you think?

b Read the article. Guess the correct answers a–r.

c CD1 7 Listen and check your answers. Do you think any of the answers are surprising?

The British way of life?

A new survey on the free time and shopping habits of British people is published this week – and it shows that we still love football, going to pubs, watching TV and eating fish and chips! Here are some of the results from the survey.

- The British are **always** happy when they're socialising. 55% of [a]*men/women* and 44% of [b]*men/women* go to a bar or pub with their friends **every week**.
- About [c]*20%/30%* of adults go to a festival or a concert at least once a year and [d]*20%/30%* go to the theatre. About 25% go to a museum or an art gallery.
- British people **generally** watch TV for about [e]*three/four* hours every day – and about [f]*25%/45%* of men have dinner and watch TV at the same time!
- The average British person spends more than [g]*15/22* hours online **every month**, and a [h]*half/quarter* of that time is on social networking sites like Facebook and Twitter.
- [i]*More/Less* than half of all adults in the UK do some sport every month. About [j]*7%/15%* of British people go swimming and [k]*7%/15%* play football – but 32% watch football on TV **once or twice a week**.
- British people **normally** go on holiday **once a year**, but [l]*10%/20%* of people have two or more holidays a year. The most popular holiday destination is [m]*Spain/France*.
- [n]*30%/46%* of adults go to a McDonald's restaurant **every three months**, but [o]*30%/46%* go to a traditional fish and chip shop.
- The British spend about £48 million on [p]*tea/coffee* and £56 million on [q]*tea/coffee* every month.
- And every British person eats [r]*7/10* kg of chocolate every year – more than any other country in the world!

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HELP WITH VOCABULARY
Frequency adverbs and expressions

4 **a** Put these frequency adverbs in order.

hardly ever always *1* never
sometimes occasionally often
usually / normally / generally *2*

b Look at the frequency adverbs in blue in the article. Then complete the rules with *before* or *after*.

- Frequency adverbs go _____ the verb *be*.
- Frequency adverbs go _____ other verbs.

c Put these frequency expressions in order.

twice a day *1* once every three months
three times a week every Saturday
once a month once or twice a year *7*
every couple of weeks

d Look at the frequency expressions in pink in the article. Then choose the correct phrase in the rule.

- We usually put frequency expressions *before the verb/at the end of the sentence or clause*.

e Check in VOCABULARY 1.5 p127.

5 **a** Make sentences with these words.

1 running / go / sometimes / Sundays / on / I .
I sometimes go running on Sundays.
2 do / a week / normally / or twice / We / once / yoga .
3 months / I / every / go to / once / six / the dentist .
4 is / on / home / Sundays / Alexander / generally / at .
5 of weeks / every / goes / diving / Carly / couple .
6 are / in January / always / parents / My / on holiday .
7 I / two / an art gallery / times / go to / or three / a year .
8 volleyball / play / occasionally / at / We / the weekend .
9 a year / my / I / or twice / grandparents / once / see .

b Write five sentences about your free time activities. Use frequency adverbs and expressions from **4a** and **4c**.
I go to gigs once or twice a month.

c Work in groups. Take turns to say your sentences. Do you do the same things?

Listening and Speaking

6 **a** CD1 8 A researcher is interviewing Robert for this year's British free time survey. Listen and fill in the form.

Free time survey

ACTIVITY	HOW OFTEN?
go to a bar or a pub	
go to the theatre	
go to museums or art galleries	
watch TV	
do sport	
go on holiday	

b Work in pairs. Compare Robert's answers with the newspaper article. In what ways is he a typical British person?

HELP WITH LISTENING Sentence stress (1)

7 **a** CD1 8 Listen to the beginning of the interview again. Notice the stress in these sentences.

We're doing a survey on the free time habits of British people.
Can I ask you a few questions?
How often do you go to a bar or a pub?

b Look at Audio Script CD1 8 p153. Listen again and follow the sentence stress.

8 **a** Work in pairs. Write your own free time survey. Write at least six questions.

1 How often do you watch sport on TV?

b Work in groups of five or six. Take turns to ask your questions. Find out who does the things in your survey most often.

c Tell the class the results of your survey.

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1D REAL WORLD Small talk

Real World starting conversations; ending conversations

QUICK REVIEW Free time activities Write your four favourite free time activities on a piece of paper. Work in pairs. Swap papers. Guess how often your partner does these activities. Then ask questions with *How often ... ?* to check your guesses.

1 Work in groups. Tell your partner about the last party you went to. Ask follow-up questions.

2 **a** VIDEO 1.1 CD1 9 Matt and Carol are having a party. Look at photos A–C. Then watch or listen and choose the correct words.

1 Matt is Carol's *brother/husband*.
2 Natalia is from *Spain/Brazil*.
3 Ben works with *Matt/Carol*.
4 Jackie is Matt and Carol's *neighbour/boss*.
5 Liam is *a lawyer/an accountant*.
6 Amy is Carol's *sister/cousin*.

b Watch or listen again. Tick the true sentences. Correct the false sentences.

1 Natalia started her new job ~~three~~ *two* weeks ago.
2 She goes back to Spain about four times a year.
3 Ben lives near a park.
4 Jackie is a manager of a French restaurant.
5 Liam and Amy met at Carol and Matt's wedding.
6 Carol and Amy work for the same company.

REAL WORLD Starting conversations

3 **a** Match these questions from the conversations to the reasons we ask them a–d.

1 Do you know (David)?
2 Where are you from?
3 Whereabouts (in Spain)?
4 How do you know (Matt and Carol)?
5 Do you live near here?
6 Are you a friend of (Matt's)?
7 What do you do?
8 Didn't we meet at (Carol and Matt's wedding)?
9 You're (a lawyer), aren't you?
10 How do you two know each other?

a people you know now *1*
b where people are from or live
c meeting people in the past
d people's jobs

b Check in REAL WORLD 1.1 p128.

A

B

C

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4 CD1 10 PRONUNCIATION Listen and practise the sentences in **3a**. Copy the stress.

Do you know David?

5 VIDEO 1.2 CD1 11 Watch or listen to the ends of the conversations. Fill in the gaps with the correct names.

1 *Matt* needs to talk to another guest.
2 _____ suggests meeting up in the future.
3 _____ gives someone a business card.
4 _____ wants to talk to Matt about something.
5 _____ goes to say hello to an old friend.
6 _____ and _____ go to get some food.

REAL WORLD Ending conversations

6 **a** Look at these ways to end a conversation. Fill in the gaps with these words.

~~meet~~	See	should
great	meeting	

1 A It was very nice to *meet* you.
B You too.
2 A We _____ get together sometime.
B Yes, that's a good idea.
3 A Nice _____ you.
B You too.
4 A _____ you later, maybe.
B Yes, see you.
5 A It's _____ to see you again.
B And you.

b Check in REAL WORLD 1.2 p128.

7 CD1 12 PRONUNCIATION Listen and practise the questions and responses in **6a**. Copy the stress.

It was very nice to meet you.

You too.

8 **a** Work in pairs. Write a conversation at Matt and Carol's party between two people who don't know each other. Use the phrases in bold from **3a** and the sentences from **6a**.

b Practise the conversation with your partner until you can remember it.

c Work in groups of four. Take turns to role-play your conversations. What do the people have in common?

9 Imagine there's a party in your classroom. Have conversations with four students.

HELP WITH PRONUNCIATION

The schwa /ə/ and word endings

1 **a** CD1 13 Listen to these words. We say the blue letters with a schwa /ə/. Is the schwa stressed?

company	exercise	police	correct	interesting
children	motorbike	away	machine	agency

b Listen again and practise.

2 **a** Look at the underlined endings in these words. Which does not have a schwa?

1 hospital often commuter factory
2 question college doctor teenager
3 company multinational lawyer yoga
4 festival cinema married competition
5 actor open windsurfing director
6 station banana never normally

b CD1 14 Listen and check. Listen again and practise.

3 **a** Look again at **2a**. Match the words with a schwa in the final syllable to these endings.

-al *hospital*	-en	-er	-or	-ion	-a

b Work in pairs. Can you think of six more two- or three-syllable words with the endings in **3a**?

continue2learn

Vocabulary, Grammar and Real World

- **Extra Practice 1 and Progress Portfolio 1** p115
- **Language Summary 1** p127
- **1A–D** Workbook p5
- **Self-study DVD-ROM 1** with Review Video

Reading and Writing

- **Portfolio 1** Staying in touch Workbook p64
  Reading a personal letter
  Writing a letter to a friend

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2A Beginnings

Vocabulary past time phrases
Grammar Past Simple

QUICK REVIEW Starting and ending conversations Write six sentences that you can say to start and end conversations at a party: *How do you know Matt? Nice meeting you.*, etc. Work in pairs. Compare sentences.

Speaking and Reading

1 Work in groups. Discuss these questions.

1 What fast food companies are there in your country? What food do they sell?
2 What are the good and bad things about fast food?
3 How often do you go to a fast food restaurant? What do you usually have to eat and drink?
4 When you're in a different town or city, how do you decide where to eat?

2 **a** Before you read, check these words/phrases with your teacher.

a service station serve someone
develop a secret recipe

b Read the article about Harland Sanders. Put these events in order.

a He travelled 250,000 miles a year.
b His father died.
c He became the manager of a service station.
d He sold the KFC company.
e He was born in 1890. *1*
f He developed his secret recipe.
g He learned to cook.
h He moved to a restaurant across the street.

c Read the article again. Then answer these questions.

a Why did Harland Sanders learn to cook?
b How long did it take him to develop his secret recipe?
c When did the first official KFC restaurant open?
d How old was Harland Sanders when he sold the company?
e What happened in 1980?
f Who bought KFC in 1986?

d Work in pairs. Compare answers.

www.chickeninfo.net/kfc

The man behind KFC

Harland Sanders was born in the USA in 1890, but his childhood **wasn't** a happy one. His father died when he **was** only six. His mother **didn't have** much money so she needed to find a job. She **went** to work in a shirt factory and Harland **stayed** at home to look after his younger brother and sister. That was when he first **learned** to cook.

He **left** home when he was twelve and worked on a nearby farm. After that he had a lot of different jobs and in 1930 he became the manager of a service station in Corbin, Kentucky. He started cooking meals for hungry travellers who stopped at the service station, and soon people came only for the food. Harland **couldn't** serve everybody because the place was too small. So he decided to move to a 142-seat restaurant across the street where he **could** serve all his customers. Over the next nine years he developed the secret chicken recipe that made him famous.

The first official Kentucky Fried Chicken restaurant **didn't open** until August 1952 and by 1964 there **were** more than 600 KFCs in North America. That year Sanders sold the company for $2 million, but he continued to work as KFC's public spokesman and visited restaurants all over the world. He travelled 250,000 miles every year until he died in 1980, aged 90. Six years later, PepsiCo bought KFC for $840 million.

There are now KFC restaurants in more than 110 countries round the world and KFC has 12 million customers every day – but the recipe is still a secret!

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HELP WITH GRAMMAR Past Simple

3 **a** Look at the verbs in bold in the article. Which are Past Simple positive forms of 1–4? Which are Past Simple negative forms of 1–4?

1 regular verbs
2 irregular verbs
3 *be*
4 *can*

b Look again at the verbs in bold in the article. Answer these questions.

1 How do we make the Past Simple positive of regular verbs? Is there a rule for irregular verbs?
2 How do we make the Past Simple negative? What are the Past Simple negative forms of *be* and *can*?

TIP • There is an Irregular Verb List on p167.

c Look at the questions in **2c**. Then answer these questions.

1 How do we usually make Past Simple questions?
2 How do we make Past Simple questions with the verb *be*?
3 How are questions e and f different from questions a–c?

d Check in GRAMMAR 2.1 p130.

4 **a** Find the Past Simple of these verbs in the article about KFC.

die	need	work	have	become
start	stop	come	decide	develop
make	sell	continue	visit	travel	buy

b Work in pairs. Compare answers. Which are regular? Which are irregular?

5 **a** Read about how the Michelin Guides started. Fill in the gaps with the Past Simple of the verbs in brackets.

b Work in pairs. Compare answers.

Vocabulary and Speaking

Past time phrases

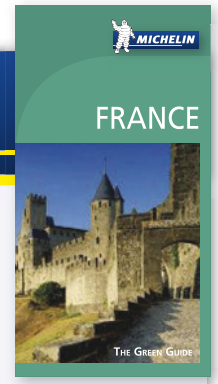
6 **a** Put these past time phrases in order.

in 1900 in the sixties yesterday evening *8*
last week the day before yesterday
eighty years ago in the nineteenth century *1*
in July last year

b When do we use *ago*, *last* and *in*? Check in VOCABULARY 2.1 p129.

7 Work in pairs. Student A p103. Student B p109.

THE MICHELIN GUIDES

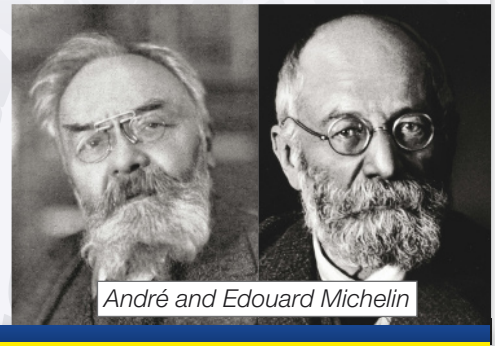


In 1889 two brothers, André and Edouard Michelin, [1] *started* (start) the Michelin company in France. They [2]_____ (develop) a new tyre for bicycles and then they [3]_____ (make) and [4]_____ (sell) tyres for cars.

In 1900 there [5]_____ (be) about 3,000 cars in France and people [6]_____ (want) to travel around the country. But travelling by car in those days [7]_____ (not be) easy. People [8]_____ (not have) road maps so they [9]_____ (can not) plan their journeys and they [10]_____ (not know) where they [11]_____ (can) find service stations or restaurants.

Of course, the Michelin brothers [12]_____ (want) people to travel more because they [13]_____ (need) to sell more tyres. They [14]_____ (write) the first Michelin guide in 1900, but the famous star system [15]_____ (not start) until 1926.

Michelin now sells over 20 million guide books and maps in more than 70 countries. There are only 81 three-star restaurants in the world and 26 of them are in France.


André and Edouard Michelin

Get ready … Get it right!

8 Think about the last time you had a special meal. Make notes on the meal. Use these ideas.

- reason for the meal
- where and when you had the meal
- the people at the meal
- what time it started and finished
- what you wore
- the food and drink
- any other interesting information

9 **a** Work in pairs. Talk about your special meals. Ask questions to find out more information.

My special meal was for my birthday last month.

Where did you have it?

b Tell the class about your partner's special meal. Did anyone not enjoy their meal? Why not?

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2B How we met

Vocabulary relationships (1)
Grammar Past Continuous: positive and negative, questions

QUICK REVIEW Past Simple Make a list of five things you did last week. Work in groups or move around the class. Ask questions with *Did you ... ?* and try to find one student who did each thing on your list.

Listening and Speaking

1 **a** Look at the photos. Where are the people, do you think?

b Match sentences 1–3 to photos A–C.

1 I **was travelling** back from China and we met on the plane.
2 We first met when she **was renting** a room in my sister's flat.
3 We **were standing** at a bus stop and he said hello.

c CD1 15 Listen and check.

HELP WITH GRAMMAR
Past Continuous: positive and negative

2 **a** Look at this sentence. Then answer the questions.

*I **was travelling** back from China and we **met** on the plane.*

1 Which action started first?
2 Which action was shorter?
3 Which action was longer?
4 Did the 'travelling' continue after they met?
5 Which verb is in the Past Simple and which is in the Past Continuous?

b Fill in the gaps for the Past Continuous with *was*, *wasn't*, *were* or *weren't*.

POSITIVE

I/he/she/it + _____ + verb+*ing*
you/we/they + _____ + verb+*ing*

NEGATIVE

I/he/she/it + _____ + verb+*ing*
you/we/they + _____ + verb+*ing*

c Check in GRAMMAR 2.2 p130.

3 CD1 16 PRONUNCIATION Listen and practise. Copy the stress.

travelling back from China →
I was /wəz/ travelling back from China →
I was /wəz/ travelling back from China and we met on the plane.

4 **a** Helen is talking about how she met Simon. Choose the correct verb forms.

1 I first *met/was meeting* Simon when *we waited/were waiting* for a bus.
2 It *rained/was raining* and he *offered/was offering* me his umbrella.
3 While we *sat/were sitting* on the bus, he *gave/was giving* me his business card.
4 But when I *got/was getting* home I couldn't find the card anywhere.

b Complete Helen's story. Put the verbs in brackets in the Past Simple or Past Continuous.

5 A week later I was *walking* (walk) to the bus stop after work and I _____ (see) him in the street.
6 He _____ (talk) to a woman so I _____ (not say) hello.
7 But while I _____ (wait) for my bus, a car _____ (stop) next to me. It was Simon.
8 He _____ (offer) to drive me home and I _____ (invite) him in for a coffee. That _____ (be) 22 years ago!

c CD1 17 Listen and check.

Vocabulary Relationships (1)

5 **a** Work in pairs. Tick the phrases you know. Then check in VOCABULARY 2.2 p129.

go out with someone get engaged to someone
ask someone out get married to someone
fall in love with someone meet someone for the first time
break up with someone go on a date get divorced

b Work in pairs. Put the phrases in **5a** in order. There is more than one possible order.

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B

C

Listening and Speaking

6 **a** CD1 ▶ 18 Ray is talking to a friend about how he met his wife, Claire. Listen and choose the correct answers.

1 Ray first met Claire in *France/England*.
2 She was working in a *language school/a museum shop*.
3 They met every day in *a park/a café*.
4 Ray went to the *airport/station* with Claire.
5 After they said goodbye, Ray took a *plane/train* to Paris.

b Listen again and answer the questions.

1 Why wasn't Claire speaking much English at work?
2 How long did Ray practise French with Claire each day?
3 Why didn't Ray ask Claire out?
4 What were they doing when Ray gave Claire a present?
5 What was Ray doing when Claire arrived home in Paris?

HELP WITH LISTENING
Weak forms (1): *was* and *were*

7 **a** CD1 ▶ 19 Listen to the two different ways to say *was* and *were*.

	strong	weak
was	/wɒz/	/wəz/
were	/wɜː/	/wə/

b Look at Audio Script CD1 ▶ 18 p154. Listen again and notice how we say *was* and *were*. Are *was* and *were* usually strong or weak in: sentences? questions? short answers?

HELP WITH GRAMMAR
Past Continuous: questions

8 Look at questions 4 and 5 in **6b**. Then fill in the gaps in the rule.

- We make Past Continuous questions with: question word + ___ or ___ + subject + _____ .

GRAMMAR 2.3 ▶ p131

9 Work in pairs. Student A p103. Student B p109.

Get ready … Get it right!

10 Choose a married couple you know well (you and your husband/wife, your parents, other relatives or friends). Make notes on the couple. Use these ideas.

- when, where and how they met
- where they went on their first date
- how long they went out together before they got married
- when they got engaged
- when and where they got married
- any other interesting or funny information

11 **a** Work in groups. Tell other students about the couple you chose. Ask questions to find out more information.

My parents first met at work.

Where were they living at the time?

In Madrid. They were working for a …

b Which story is the most romantic, the most unusual or the funniest?

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2C VOCABULARY AND SKILLS Coincidences

Vocabulary adjectives (1); connecting words (1)
Skills Reading: a magazine article; Listening: a story

QUICK REVIEW Past Continuous Write five different times of the day. Work in pairs. Ask what your partner was doing at these times yesterday:
A *What were you doing at 8.30 a.m. yesterday?*
B *I was driving to work.*

Reading

1 **a** What is 'a coincidence'? Do you know any interesting stories about coincidences? If so, tell the class.

b Before you read, check these words with your teacher.

sink (Past Simple: sank) a survivor drown
a restaurant owner shoot (Past Simple: shot)
an accident

c Read the article. Then match coincidences 1–3 to pictures A–C.

2 **a** Read coincidences 1–3 again and answer the questions.

1 Who nearly drowned in the sea in 1965? Who saved him?
2 What happened at the same beach nine years later?
3 What do the stories about people called Hugh Williams have in common?
4 Did the two survivors in 1940 know each other?
5 What did King Umberto I and the restaurant owner have in common? Find at least four things.

b Work in pairs. Which coincidence do you think is the most surprising? Why?

Vocabulary Adjectives (1)

3 **a** Work in new pairs. Try to match the adjectives in bold in the article to definitions a–e. Then check in VOCABULARY 2.3 p129.

a very surprising *amazing*
b you don't expect it to happen _____
c unlucky or having a bad result _____
d very difficult to believe _____ _____
e very unusual _____ _____

b Work in pairs. Test your partner.

very surprising amazing

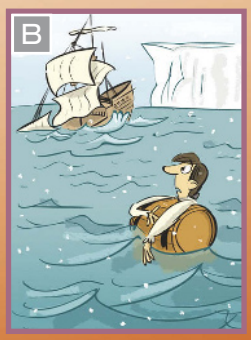
THAT'S INCREDIBLE!

Many of us experience **strange** coincidences at some time in our lives. For example, we might meet people we know in the most **unexpected** places. Perhaps when we're on holiday, thousands of miles from home, we suddenly see our neighbour on the beach. In fact, this type of coincidence is quite common, but there are some coincidences which are really **incredible**. Here are three of the strangest.

1 An **unbelievable** coincidence happened on a beach near Salem, USA. In 1965 a woman called Alice Blaise saved a four-year-old child from drowning in the sea. The boy's name was Roger Lausier. In 1974, on the same beach, Roger saved a man from drowning. The man he saved was Alice Blaise's husband.

2 If you're travelling by boat, the luckiest name to have is Hugh Williams. On 5th December 1660, a boat sank near Dover, England. There was just one survivor – a man called Hugh Williams. On 5th December 1767, another boat sank in the same area and the only survivor was another man called Hugh Williams. On 8th August 1820, a boat sank on the River Thames and there was only one survivor – his name was also Hugh Williams. The next **extraordinary** coincidence in this story happened on 10th July 1940. A man and his uncle were the only survivors after a fishing boat sank out at sea. They were both called Hugh Williams.

3 In the nineteenth century King Umberto I of Italy went to a small restaurant in Monza for dinner. The King noticed that he and the owner of the restaurant looked exactly like each other. They began talking and discovered some **amazing** coincidences. They were both born in the same town on the same day, 14th March 1844, and they both had wives called Margherita. Also Umberto became king on the same day that the restaurant owner opened his restaurant. However, there was one last **unfortunate** coincidence. On 29th July 1900, the restaurant owner died in a shooting accident. While someone was telling King Umberto I about this, a man shot and killed the king.



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Anthony Hopkins

Listening and Speaking

4 **a** CD1 20 Listen to an amazing story about the actor Anthony Hopkins and the author George Feifer. Answer these questions.

1 Where did Anthony Hopkins find the book he was looking for?
2 Why was George Feifer surprised at the end of the story?

b Work in pairs. Try to put these things in order. Then listen again and check.

a Anthony Hopkins got a part in a film called *The Girl from Petrovka*. *1*
b He found a copy of the book on a seat.
c He went to Vienna to make the film.
d He met George Feifer, the author of the book.
e He went to London to get a copy of the book.
f He went to the station to go home.
g He couldn't find the book he wanted.
h The book was Feifer's personal copy.

HELP WITH LISTENING
Weak forms (2): the schwa /ə/

5 **a** CD1 21 Listen to the difference between the strong and weak forms of these words. Notice the schwa /ə/ in these weak forms.

	strong	weak
and	/ænd/	/ən/
to	/tuː/	/tə/
of	/ɒv/	/əv/

	strong	weak
was	/wɒz/	/wəz/
were	/wɜː/	/wə/
from	/frɒm/	/frəm/

b Look at Audio Script CD1 20 p154. Listen again. Notice the sentence stress and weak forms. Do we stress weak forms?

HELP WITH VOCABULARY
Connecting words (1)

6 **a** Look at sentences 1–5. Then fill in the gaps in the rules with the words in bold.

1 Hopkins wanted to read the book **so** he went to London to buy a copy.
2 **While** he was waiting for his train home, he saw a book on a seat near him.
3 They didn't start making the film **until** two years later.
4 **When** they were filming in Vienna, George Feifer came to visit the actors.
5 Feifer didn't have his personal copy of the book **because** a friend lost it.

- We use *until* to say something starts or stops at this time.
- We use _____ to give the reason for something.
- We use _____ to give the result of something.
- We can use _____ and _____ for things that happen at the same time.

TIP • When a long action and a short action happen at the same time, we can't use *while* with the Past Simple: ~~*He was waiting for his train home* ***while*** *he* ***saw*** *a book on the seat near him.*~~

b Check in VOCABULARY 2.4 p129.

7 Choose the correct words.

1 The four-year-old boy didn't drown *until/because* Alice saved him.
2 *While/So* Roger was walking along the beach, he saw someone in trouble in the sea.
3 Hugh Williams didn't drown *when/until* the boat sank.
4 King Umberto I died *so/because* someone shot him.
5 *While/Until* the king and the restaurant owner were talking, they discovered some amazing coincidences.
6 Anthony Hopkins didn't know George Feifer's book *so/because* he wanted to buy a copy.
7 Hopkins didn't have a copy of the book *while/until* he found one at the station.

8 **a** Think of an interesting story that happened to you or someone you know. Make notes on these things.

- the people in the story
- when and where it happened
- what happened first
- the main events of the story
- what happens at the end

b Work in groups. Take turns to tell your stories. Which story is the most interesting?

> This story happened when my sister and I were kids. One day, while we were playing in the park …

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2D REAL WORLD Internet dating

Real World finding things in common

QUICK REVIEW Connecting words (1) Work in pairs. What do you remember about these people: Roger Lausier, Hugh Williams, King Umberto I, Anthony Hopkins? Take turns to tell each other about each coincidence. Use *until*, *while*, *so*, *when* and *because* if possible.

1 Work in groups. Discuss these questions.

1 Do you think internet dating is a good idea? Why?/Why not?
2 Do you know anyone who met their partner on the internet? If so, tell the group about them.
3 Is internet dating popular in your country? Why?/Why not?

2 **a** Read Jackie's profile on the website. Are these sentences true or false?

1 Jackie is very tall. *F*
2 She is definitely looking for a husband.
3 She always goes out in the evenings.
4 She doesn't do any sport.
5 Her ideal man can be younger or older than her.
6 She doesn't want her date to live far away.

b Work in pairs. Compare answers.

3 **a** VIDEO 2.1 CD1 22 Jackie has two dates. Look at photo A. Then watch or listen to her date with Damon. Put these things in the order you hear them.

a a holiday in Japan
b cooking
c feeling nervous *1*
d working in the evening
e online Japanese courses

b VIDEO 2.2 CD1 23 Look at photo B. Then watch or listen to Jackie's date with Kevin. Put these things in the order you hear them.

a eating meat
b dogs
c tennis
d looking after children
e judo

c Watch or listen to both conversations again. Which of the things in **3a** and **3b** does Jackie have in common with each man?

d Who does Jackie want to see again, do you think? Why?

www.matchonline.com/jackie23

Match Online Profile

Name Jackie
Location Bristol
Age 31
Height 169 cm
Relationship status Single
Job Restaurant manager
Looking for Friendship and maybe more
Wants children Ask me later!

About me
When I'm not working, I really enjoy going out and meeting people. But I also like staying at home and cooking dinner for my friends. I love tennis and I do judo. I'm fun-loving and I'm generally happy with my life, but I would like to share it with someone special.

My ideal match
He's got an interesting job, but life isn't only about work – he has time to play too. He's between 28 and 38 years old. He enjoys eating good food and having fun. He lives in or near Bristol.

A

B

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REAL WORLD Finding things in common

4 **a** Look at these sentences and responses. Then answer questions 1 and 2.

A I really love cooking. B So do I.
A I don't go out much in the week. B Nor do I.

1 Is person B saying 'it's the same for me' or 'it's different for me'?
2 When do we use *So*? When do we use *Nor*?

b Look at these sentences and responses. Is person B saying 'it's the same for me' or 'it's different for me'?

A I'm quite a good tennis player. B Oh, I'm not.
A I didn't do much sport at school. B Oh, I did.

c Fill in the gaps in the table with these responses.

So did I. Oh, I'm not. Nor am I. Oh, I am.
Nor did I. So do I. Oh, I didn't. Oh, I do.

	it's the same for me	it's different for me
1 I'm a bit nervous.	So am I.	
2 I'm not hungry.		
3 I love children.		Oh, I don't.
4 I don't eat meat.	Nor do I.	
5 I went to Japan last year.		
6 I didn't want to come home.		Oh, I did.

TIP • We can say *Nor* or *Neither*: *Neither am I.*, *Neither do I.*, *Neither did I.*, etc.

d Check in REAL WORLD 2.1 p131.

5 CD1 24 PRONUNCIATION Listen and practise the responses in **4c**. Copy the stress.

So am I. Oh, I'm not.

6 Write two responses to each sentence.

1 I'm quite tired.
So am I./Oh, I'm not.
2 I don't like fish.
3 I hate getting up early.
4 I went away last weekend.
5 I'm not from this town.
6 I didn't sleep well last night.
7 I don't play video games.

7 CD1 25 Listen to six sentences and say it's the same for you. Listen again and say it's different for you.

8 **a** Write six sentences about you. Start each sentence with one of these phrases.

I love … I went … I'm not …
I'm … I don't like … I didn't go …

b Work in pairs. Take turns to say a sentence. Your partner says if it's the same or different for him/her. Continue the conversation if possible. What do you have in common?

HELP WITH PRONUNCIATION
Past Simple: regular verbs

1 **a** Work in pairs. How do we say the Past Simple forms of these regular verbs?

want offer need decide move start stay
visit stop open close wait continue like
travel develop hate learn work love

b CD1 26 Listen and check. Which Past Simple forms end with the sound /ɪd/?

TIP • When a regular verb ends in /t/ or /d/, *-ed* is pronounced /ɪd/.

c Listen again and practise.

d Work in pairs. Take turns to say a verb from **1a**. Your partner says the Past Simple form.

2 **a** CD1 27 Listen and circle the sentence you hear first, a or b.

1 a I decide on Monday. (b) I decided on Monday.
2 a We work all night. b We worked all night.
3 a They like Istanbul. b They liked Istanbul.
4 a They stay at a hotel. b They stayed at a hotel.
5 a I need some money. b I needed some money.
6 a They close at ten. b They closed at ten.

b Listen again and practise.

continue2learn

Vocabulary, Grammar and Real World

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- **Language Summary 2** p129
- **2A–D** Workbook p10
- **Self-study DVD-ROM 2** with Review Video

Reading and Writing

- **Portfolio 2** An email with news Workbook p66
  Reading a personal email
  Writing connecting words (1): addition and contrast; an email (1)

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3A Getting qualified

Vocabulary employment
Grammar *have to/had to*: positive and negative, questions and short answers

QUICK REVIEW Finding things in common Write sentences beginning with *I'm … , I'm not very … , I like … , I don't often … , I had … , I didn't … .* Work in pairs. Take turns to say your sentences. Is each sentence the same or different for you?
A *I'm a vegetarian.* **B** *So am I./Oh, I'm not.*

Vocabulary and Speaking Employment

1 **a** Work in pairs. Which of these phrases do you know? Check new phrases in VOCABULARY 3.1 p131.

a good salary friendly colleagues my own office
long holidays a good boss job security a company car
flexible working hours opportunities for travel
opportunities for promotion holiday pay sick pay
on-the-job training lots of responsibility

b Write five sentences about your job now, or the job you'd like to have in the future. Use phrases from **1a**.

In my job now, I have/don't have …

I'd like to have (a job with) …

c Work in pairs. Compare your ideas. How many are the same?

Listening and Speaking

2 **a** Look at photos A–C. Who is: a paramedic? an interpreter? a football referee?

b Work in pairs. Which phrases from **1a** are true for each job, do you think?

3 **a** Match sentences 1–3 to the photos A–C.

1 I **had to study** a lot and do on-the-job training for three years. But I **didn't have to pay** for it – the government did.
2 You **don't have to go** to college, but you have to do a special course.
3 You usually **have to have** a degree in languages.

b CD1 28 Listen and check.

HELP WITH GRAMMAR
have to/had to: positive and negative

4 **a** Match the phrases in bold in **3a** to these meanings.

a This is necessary.
b This is not necessary.
c This was necessary in the past.
d This wasn't necessary in the past.

b Fill in the gaps with *have to*, *don't have to*, *has to* and *doesn't have to*. Which verb form follows *have to*?

POSITIVE

I/You/We/They _____ do a course.
He/She _____ do a course.

NEGATIVE

I/You/We/They _____ pay for it.
He/She _____ pay for it.

c How do we make the Past Simple positive and negative forms of *have to*?

d Check in GRAMMAR 3.1 p132.

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HELP WITH LISTENING *have to* and *have*

5 **a** CD1 ▶ 29 Listen and notice the difference between *have to* and *have* in these sentences.

1 You have to /hæftə/ learn 130 pages of rules.
2 Now I have /hæv/ a job I love.
3 You don't have to /hæftə/ go to college.

b CD1 ▶ 30 Listen and write the sentences you hear. You will hear each sentence twice.

6 CD1 ▶ 31 PRONUNCIATION Listen and practise.

You have to /hæftə/ do a special course.

7 Read about Bernie's training. Fill in the gaps with the correct form of *have to*.

You [1] *don't have to* (not) go to college, but you [2] *have to* do a special course. The good thing is you [3] _____ (not) pay very much for the course. But it's a lot of work. A referee [4] _____ know everything about the laws of the game. That means you [5] _____ learn 130 pages of rules. When I did my course eight years ago, we [6] _____ do practical and written exams. I'll never forget my first practical exam. I [7] _____ (not) referee for 90 minutes, only the first half of a match. I was terrified because I [8] _____ give a player a red card after only five minutes. He wasn't happy about it! But dealing with angry footballers is something a referee [9] _____ learn very quickly. A referee [10] _____ (not) be super-fit like a footballer, but he [11] _____ run for 90 minutes and he [12] _____ practise running backwards. That's really difficult! I love my job, but people never remember the good decisions I make, only the bad ones.

8 **a** Read about Bernie's training again. Answer these questions.

1 What does a football referee have to learn?
2 Do football referees have to pay a lot for their training?
3 Did Bernie have to do any written exams?
4 What did he have to do when he refereed his first match?
5 What does a referee have to practise?

b Work in pairs and compare answers.

HELP WITH GRAMMAR
have to/had to: questions and short answers

9 **a** Look at the questions in **8a**. How do we make questions with *have to* in the Present Simple and Past Simple?

b Write the positive and negative short answers for these questions.

1 Do you have to go to college?
2 Does he have to be fit?
3 Did she have to do any exams?

c Check in GRAMMAR 3.2 ▶ p132.

10 **a** Make questions about Rick and Lorna with the correct form of *have to* in the Present Simple or Past Simple.

1 What / Rick / learn to do at the beginning of his course?
What did Rick have to learn to do at the beginning of his course?
2 Why / interpreters / work in pairs?
3 How many words / an interpreter / translate in 30 minutes?
4 / you / go to university to become a paramedic?
5 What's the main thing a paramedic / do?
6 What / Lorna / do yesterday?

b Before you listen, check these words/phrases with your teacher.

a microphone	a bone	stay calm
an emergency	a roof	

c CD1 ▶ 32 Listen to Rick and Lorna. Answer the questions in **10a**.

d Work in pairs. Compare answers.

e Which of the three jobs would you most like to do? Why?

Get ready … Get it right!

11 Work in pairs. Student A p106. Student B p112.

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3B Job-hunting

Vocabulary looking for a job
Grammar Present Continuous and Present Simple; activity and state verbs

QUICK REVIEW *have to* Think of two people you know with jobs. Work in pairs. Tell your partner what these people have to do in their jobs. Which person has the best job, do you think?

Vocabulary and Speaking
Looking for a job

1 **a** Work in pairs. Which of these phrases do you know? Check new words/phrases in VOCABULARY 3.2 p131.

find a job
write a CV
go for an interview
lose your job
look for a job
apply for a job
fill in an application form
be unemployed
get unemployment benefit
earn a lot of money
have some experience

b Work on your own. Put the phrases in **1a** in order. There is more than one possible order.

1 lose your job

c Work with your partner. Compare answers. Are they the same?

Reading

2 **a** Look at the photos and read the letters. Why is Bonnie unemployed? Why is Harry unemployed?

b Read the letters again. Tick the true sentences. Correct the false ones.

a Bonnie left school ~~three~~ *two* months ago.
b She's looking for her second job.
c She looks at the job adverts online twice a week.
d She's cleaning her neighbours' house at the moment.
e Harry worked for the same company for seventeen years.
f He lost his job two months ago.
g He goes to a lot of interviews.
h He knows a lot about engineering.

1 Bonnie

2 Harry

LETTERS TO THE EDITOR

Getting nowhere

Dear Sir,

My daughter, Bonnie, left school two months ago and now [1]**she's looking** for her first job. The problem is that companies always say they want people with experience, but how can she get experience if nobody gives her a job? [2]**She goes** online every day and looks at the job adverts, but there's nothing for people like her. At the moment [3]**she's doing** some cleaning for our neighbours to earn a bit of money, but [4]**she needs** a real job.

Mr J Melton
Manchester

Experience doesn't count

Dear Sir,

I read your report on unemployment in yesterday's paper and [5]**I'm writing** to tell you how it feels to be unemployed. I'm 54 years old and I worked for an engineering company for 17 years until it closed down four months ago. [6]**I'm applying** for every job I can, but [7]**I never get** an interview because [8]**people think** I'm too old – it's very frustrating. I've got a lot of experience in engineering and I want to work. I just need someone to give me a chance.

Harry Thompson
Preston

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HELP WITH GRAMMAR Present Continuous and Present Simple; activity and state verbs

3 **a** Look at phrases 1–8 in the letters. Which are in the Present Continuous and which are in the Present Simple?

b Match phrases 1–8 to these meanings. There are two phrases for each meaning.

- We use the Present Continuous for things that:
  - **a** are happening at the moment of speaking. *she's doing*
  - **b** are temporary and happening around now, but maybe not at the moment of speaking.
- We use the Present Simple for:
  - **a** daily routines and things we always/sometimes/never do.
  - **b** verbs that describe states (*be*, *want*, *have got*, *think*, etc.).

c Do these verbs describe activities (A) or states (S)? Do we usually use state verbs in the Present Continuous?

play *A*	like *S*	work	write	hate	eat	know
remember	run	understand	do	believe	need	

d How do we make negatives and questions in the Present Continuous and Present Simple?

e Check in GRAMMAR 3.3 p132.

4 CD1 33 PRONUNCIATION Listen and practise. Copy the stress.

She's looking for her first job.

5 **a** Put the verbs in Harry's email in the Pr esent Continuous or Present Simple. Where is he working now?

To: Frank Watson

Hi Frank

Good news – I [1] *'ve got* (have got) a new job! [2] _____ you _____ (remember) that letter I wrote to the paper? Well, the manager of a local engineering company read it and offered me a job! The company [3] _____ (make) parts for cars and they [4] _____ (sell) them to companies in Europe. They [5] _____ (do) very well at the moment but they [6] _____ (want) to get more business and now they [7] _____ (try) to sell to companies in the USA. I [8] _____ (like) having lots of responsibility and I [9] _____ (have) two or three meetings with customers every week. I [10] _____ (not work) now – it's my lunch break – so I [11] _____ (write) a few emails to my friends to tell them my news. I usually [12] _____ (work) quite long days but I [13] _____ (not work) at the weekend. Anyway, I have to go – the phone [14] _____ (ring).

Harry

b Work in pairs. Compare answers. Explain why you chose each verb form.

Speaking

6 Work in pairs. Student A p104. Student B p110.

7 Work in groups. Discuss these questions.

1. Do you think it's more difficult to be unemployed when you're young or when you're older? Why?
2. Can people in your country get unemployment benefit? If not, what do they do?
3. What's the best way to find a job?

Get ready … Get it right!

8 Make *yes/no* questions with *you*. Put the verbs in the Present Continuous or Present Simple.

1. / look / for a job at the moment?
   Are you looking for a job at the moment?
2. / want / to live in a different country?
3. / need / speak English every day?
4. / read / a newspaper every day?
5. / read / a good book at the moment?
6. / get up / before seven o'clock?
7. / study / for an exam at the moment?
8. / have / an interesting job?

9 **a** Ask other students your questions. Try to find someone who answers yes for each question. Then ask two follow-up questions.

Are you looking for a job at the moment?

Yes, I am.

What kind of job are you looking for?

b Work in groups. Tell the other students three things you know about the class.

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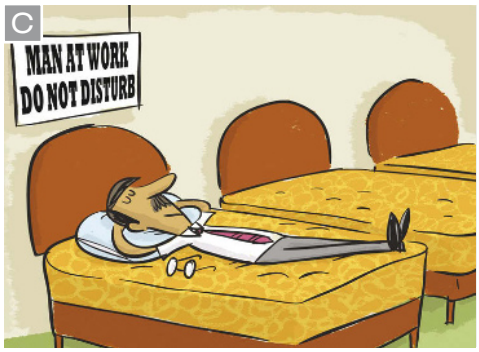
3C VOCABULARY AND SKILLS What a job!

Vocabulary word building: noun endings
Skills Listening: a radio interview; Reading: a magazine article

QUICK REVIEW Present Simple and Present Continuous Write the names of three people you know well. Work in pairs. Ask your partner what these people usually do in their free time and what they are doing at the moment.



Speaking and Listening

1 **a** Think of three jobs that you would like to do and three jobs you would hate to do.

b Work in groups and compare your ideas. Are there any jobs you would all like to do?

2 **a** CD1 34 Listen to Paul Owen talking about his new book *Is That a Real Job?*. Put pictures A–C in the order he talks about them.

b Listen again. Tick the true sentences. Correct the false ones. Which job do you think is the most unusual?

1 Paul thinks testing furniture is an interesting job.
2 Furniture testers have to answer a lot of questions.
3 A company in New York makes 4.5 million fortune cookies a year.
4 Fortune cookies started in China in the 19th century.
5 Golf ball divers sell the golf balls they find.
6 In the UK, golfers lose about one million balls a year.

HELP WITH LISTENING
Linking (1): consonant-vowel

- We usually link words that end in a consonant sound with words that start with a vowel sound.

3 **a** CD1 34 Listen to the beginning of the interview again. Notice the consonant-vowel linking at the ends and beginnings of words.

Paul, your new book_is_a collection_of_articles_about people with strange jobs. So we're not talking_about_actors, sales_assistants_or cleaners.

b Look at Audio Script CD1 34 p155. Listen to the interview again and notice the linking.

HELP WITH VOCABULARY
Word building: noun endings

4 **a** Look at this table. How do we make the nouns? Complete the *ending* column.

verb	noun	ending
collect	collection	*-ion*
act	actor	
assist	assistant	
clean	cleaner	
improve	improvement	
test	test	

b Which endings do we use for people's jobs?

TIP • We can also make job words by adding *-ist* or *-ian* to nouns: *art* → *artist*, *music* → *musician*.

c Check in VOCABULARY 3.3 p131.

5 **a** Work in pairs. Write all the jobs you know with the endings *-or*, *-ant*, *-er*, *-ist* and *-ian*.

b Compare lists with another pair.

6 **a** Look at these words. Are they nouns (N), verbs (V) or both (NV)?

decision *N* examine *V* interview *NV*
interviewer cook decide examination
argument visit discussion employ
information visitor guitarist
discuss argue politician
examiner inform employment

b Work in pairs. Compare answers. Check any new words with your teacher.

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7 **a** Choose the correct words.

1 When did you last have a job *interview/interviewer*?
2 Have you got a big *collect/collection* of DVDs?
3 Do you ever *argue/argument* with your friends?
4 What was the last important *decide/decision* you made?
5 Do people in your family *discuss/discussion* politics a lot?
6 What's the best way to *improve/improvement* your English, do you think?

b Work in pairs. Ask and answer the questions.

Reading and Speaking

8 **a** Work in pairs. Discuss these questions.

1 Look at the photo. Do you think traffic wardens are necessary where you live? Why?/Why not?
2 What are the good and the bad things about being a traffic warden, do you think?

b Before you read, check these words/phrases with your teacher.

a stolen car · a uniform · a parrot · aggressive
a parking fine · complain · an excuse

c Read an interview with William McBride, a traffic warden. Fill in gaps a–f in the article with questions 1–6.

1 What excuses do people give you?
2 What are the good things about the job?
3 Does everyone pay their fine?
4 Why did you become a traffic warden?
5 Is it a dangerous job?
6 What do traffic wardens do?

9 **a** Read the article again. Underline the part of the article that tells us this information.

1 Not everyone has to pay a parking fine.
2 Traffic wardens help the police a lot.
3 Some traffic wardens can film people who argue with them.
4 William had another job before he became a traffic warden.
5 Traffic wardens hear some unbelievable excuses.
6 Some people like traffic wardens.

b Work in pairs. Compare answers.

c Do you still have the same opinion about traffic wardens? Why?/Why not?

10 Work in groups. Discuss these questions.

1 Which professions are unpopular in your country?
2 Which groups of people get paid too much, do you think? Why?
3 Which jobs should have the highest salaries? Why?

I'm just doing my job!

a _____
When I lost my job in the shipbuilding industry it was hard to find new employment and this was the only job I could get. But it was a good decision – I like my work.

b _____
Well, we give people parking tickets of course, but that's not all we do. We also help the police when they are looking for stolen cars. In fact, we collect a lot of local information for the police – it's an important part of our job.

c _____
Popular ones are: "I couldn't remember where the car was", "I needed the toilet urgently", "I stopped to help an old lady". Someone even said he paid for a ticket, put it in the car, but his parrot ate it!

d _____
Sometimes, but we have radios so we can get help when we're in trouble. And now some wardens actually have video cameras as part of their uniforms. So, if anyone gets aggressive, it's on camera. Strangely, some of the most aggressive people are parents when they're collecting their children from school!

e _____
You certainly keep fit because you're on your feet all day. I like that. And not everyone hates us. Some people think we do a good job. They know that without us the traffic would be terrible and the emergency services couldn't do their jobs.

f _____
No, millions of people just don't pay. And others write to the parking department and complain. The department accepts about 60% of these excuses, so those people don't have to pay. But the government still gets over £1 billion a year from parking fines.

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I'm really sorry

Real World apologies, reasons and promises

QUICK REVIEW Word building: noun endings
Work in pairs. How many nouns can you think of with these endings: *-ion*, *-or*, *-ant*, *-er*, *-ment*, *-ist* and *-ian*? Swap lists with another pair. Then write verbs for the nouns, if possible.

1 Work in pairs. Look at photos A–C. Who do you think is:

1 asking for time off?
2 asking someone to do something?
3 apologising for something?

A

B

C

2 **a** VIDEO 3 CD1 35 Watch or listen to three conversations. Fill in the gaps with the correct name from photos A–C.

a _____ has a meeting the next morning.
b _____ has to go out with some clients.
c _____ has got the concert tickets.
d _____ has to phone the restaurant.
e _____ has to look after her brother.
f _____ has to prepare a table for ten.

b Work in pairs. Who said these sentences, Carol or Amy?

1 I'm sorry, I couldn't finish it this morning.
2 I'm really sorry, but I can't say no to my mum.
3 I have to take some clients out for dinner.
4 I have to go home and look after my little brother.
5 I had to help Henry.
6 I'll finish it now and email it to you.
7 I'll be back before eight thirty, I promise.

c Watch or listen again. Check your answers.

REAL WORLD
Apologies, reasons and promises

3 **a** Look at the sentences in **2b**. Which are: apologies? reasons? promises?

b Complete sentences 1–3 with a, b or c.

1 For apologies we often use …
2 For reasons we often use …
3 For promises we often use …

a *I'll …*
b *I have to/had to …*
c *I'm (really) sorry, (but) I can't/couldn't …*

c Look again at the sentences in **2b**. Which verb form comes after *couldn't*, *can't*, *have to*, *had to* and *'ll*?

d Fill in the gaps in these responses to apologies.

time happened that worry right

1 Oh, don't _____ .
2 Another _____ , maybe.
3 Oh, dear. What _____ ?
4 Oh, _____ . Why's _____ ?

e Check in REAL WORLD 3.1 p133.

4 CD1 36 PRONUNCIATION Listen and practise the sentences in **2b**. Copy the stress and intonation.

I'm sorry, I couldn't finish it this morning.

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5 **a** Fill in the gaps in the phone conversation with these phrases.

~~I'm really sorry~~	couldn't come	Another time		
I'll call	had to	I'm sorry	have to	don't worry
can't come	What happened			

ED Hi, Bob. How are you?
BOB I'm OK. Look, [1] *I'm really sorry* I [2] _____ to your party last night.
E Oh, [3] _____ .
B I [4] _____ go to the police station.
E Oh, dear. [5] _____ ?
B Someone stole my car. But the police found it and it's fine.
E That's good.
B Anyway, would you like to come round for dinner this evening?
E [6] _____ , I [7] _____ this evening. I [8] _____ take my parents to the airport.
B No problem. [9] _____ , maybe.
E Yes, definitely. [10] _____ you at the weekend.
B Right. Talk to you then. Bye.

b CD1 ▶ 37 Listen and check.

c Work in pairs. Practise the conversation. Then change roles and practise the conversation again.

6 **a** Work in new pairs. Write a conversation for one of these difficult situations. Use phrases from **3b** and **3d**.

> **1** Matt promised to take Amy to the airport next Tuesday, but now he can't. Matt phones Amy. He apologises and gives a reason. He promises to meet her at the airport when she comes back.

> **2** Carol promised to meet Matt for lunch at one o'clock. It's now 1.30 and Matt is at the restaurant. Carol phones Matt. She apologises and gives a reason why she can't come. She promises to cook him a special dinner tonight.

b Practise your conversation with your partner until you can remember it.

c Work with another pair. Take turns to role-play your conversations.

HELP WITH PRONUNCIATION

Word stress (1)

1 **a** Work in pairs. Match these two-syllable words to stress patterns 1 and 2.

1 ár-tist 2 add-ress

office *1*	degree	airline	language
campaign	college	colleague	
excuse	yoga	concert	report
cleaner	Japan	reason	promise

b CD1 ▶ 38 Listen and check. Which stress pattern is more common for two-syllable nouns, do you think?

c Listen again and practise.

2 **a** Work in pairs. Where is the stress on these nouns?

politician	discussion	application
government	collection	conversation
interview	promotion	information
musician	engineering	argument
decision	unexpected	examination

b CD1 ▶ 39 Listen and check. Where is the stress on nouns that end in /ʃən/?

c Listen again and practise.

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Vocabulary, Grammar and Real World

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- **Language Summary 3** p131
- **3A–D** Workbook p15
- **Self-study DVD-ROM 3** with Review Video

Reading and Writing

- **Portfolio 3** Applying for a job Workbook p68
  Reading an email with information
  Writing a curriculum vitae (CV)

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4A Lookalikes

Vocabulary types of film; past participles
Grammar Present Perfect for life experiences (1): positive and negative

QUICK REVIEW Past Simple Work in pairs. Tell each other about things you did last week. Find five things you both did. **A** *I went to a football match last week*. **B** *So did I*. Ask follow-up questions if possible.

Vocabulary and Speaking Types of film

1 Work in groups. Discuss these questions.

1 How often do you go to the cinema or watch films on DVD?
2 How often do you watch films online?
3 Which do you like best – watching a film at the cinema, on DVD or on your computer? Why?

2 **a** Work in pairs. Which of these types of film do you know? Check new words/phrases in VOCABULARY 4.1 p134.

an animated film a love story a comedy a war film
a thriller an action film an adventure film a horror film
a western a drama a science-fiction (sci-fi) film a musical

b Work in groups. Tell the other students what types of film you like and don't like.

3 **a** Match questions 1–4 to a–d.

1	What kind of film is it?	a	the actors
2	Who's in it?	b	the type of film
3	What's it about?	c	the person's opinion of the film
4	What's it like?	d	the plot (the story of the film)

b CD1 40 PRONUNCIATION Listen and practise questions 1–4 in **3a**. Copy the stress and linking.

What kind of film is it?

c Write the names of the last film you saw: on TV, on DVD, at the cinema, online.

d Work in pairs. Ask your partner about the films. Use the questions in **3a**.

What was the last film you saw on TV? — *Inception.*
What kind of film is it? — It's a sci-fi film.

Reading and Speaking

4 **a** Work in pairs. What do you know about the actor Johnny Depp? Can you name any of his films?

b Before you read, check these words/phrases with your teacher.

a lookalike appear in a film realise something
for charity a character a costume

5 Cover the article. Then look at photos A and B. Which is the real Johnny Depp, do you think? Which is a lookalike?

A famous face?

You probably haven't heard of Danny Lopez, but his amazing resemblance to the actor Johnny Depp has made him one of the most successful celebrity lookalikes in the world.

Danny started acting at the age of seven and he's appeared in over 500 films, plays and TV shows as an actor and a musician. He first realised that he looked like Johnny Depp in 1984, when he saw Johnny in the film *A Nightmare on Elm Street*. "Now, almost every time I walk down the street, people confuse me with Depp," says Danny. (By the way, Danny's photo is the one on the right.)

These days Danny works as a professional Johnny Depp lookalike, making appearances at private parties and public events all over the world. He's worked for many famous companies and he's done a lot of work for charity. "It can be a fun job sometimes," says Danny. "The best thing I like about it is that it makes kids happy." He often dresses as characters from Depp's films, such as Captain Jack Sparrow, Willy Wonka or the Mad Hatter, and he's spent over $20,000 on costumes.

"I haven't met Johnny," says Danny, "but he knows about me." And an incredible coincidence is that Danny and Johnny were born on exactly the same day – 9th June 1963!

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6 **a** Read the article and check your answer to **5**. What do Danny Lopez and Johnny Depp have in common?

b Read the article again. Answer these questions.

1 When did Danny start acting?
2 When did he realise that he looked like Johnny Depp?
3 Where does Danny make appearances as Johnny Depp?
4 What does Danny think is the best thing about the job?
5 Do Danny and Johnny Depp know each other?

HELP WITH GRAMMAR Present Perfect for life experiences (1): positive and negative

7 **a** Look at these sentences. Then choose the correct verb form in the rules.

Present Perfect	He**'s done** a lot of work for charity.
Past Simple	Danny **started** acting at the age of seven.

- We use the *Present Perfect/Past Simple* for experiences that happened some time before now. We don't know or don't say when they happened.
- We use the *Present Perfect/Past Simple* if we say exactly when something happened.

b Fill in the gaps for the Present Perfect with *'ve*, *haven't*, *'s* or *hasn't*.

POSITIVE

I/you/we/they + _____ (= have) + past participle
he/she/it + _____ (= has) + past participle

NEGATIVE

I/you/we/they + _____ + past participle
he/she/it + _____ + past participle

TIP • We often use *never* with the Present Perfect: *I've never met Johnny Depp.*

c How do we make past participles of regular verbs? Is there a rule for past participles of irregular verbs?

d Check in GRAMMAR 4.1 p135.

8 **a** Look at the article again. Underline all the verbs in the Present Perfect and circle all the verbs in the Past Simple.

b Work in pairs. Compare answers. What are the infinitive forms of the verbs?

9 **a** Write the Past Simple and the past participle of these irregular verbs. Check in the Irregular Verb List, p167.

meet	*met*	*met*	make	spend	hear	have	read
win	wear	give	do	see	take	be	go

b CD1 41 PRONUNCIATION Listen and practise.

meet, met, met

10 Read about Suzie Kennedy. Put the verbs in the correct form of the Present Perfect or Past Simple.

www.hirealookalike.com/marilyn

Suzie Kennedy is probably the world's most famous Marilyn Monroe lookalike. She [1] *'s been* (be) on TV all over the world and she [2] _____ (make) adverts for companies such as Citroën and Pepsi. Suzie can act and sing exactly like Marilyn, and in 2009 she [3] _____ (appear) in the play *Marilyn and Lucy* in London's West End. She [4] _____ (also appear) in a number of films as Marilyn. She [5] _____ (star) in the Italian comedy *Me and Marilyn* in 2010 and the film [6] _____ (make) £2 million in its first weekend. Suzie [7] _____ (also work) as a model and she [8] _____ (wear) a lot of Marilyn Monroe's original clothes and film costumes. The real Marilyn Monroe [9] _____ (die) in 1962, but Suzie's life [10] _____ (never be) more exciting than it is now.

Get ready … Get it right!

11 Write three true sentences and three false sentences about your life experiences. Use the Present Perfect.

I've been to the USA twice.
I've met a very famous actor.

12 **a** Work in pairs. Take turns to say your sentences. Guess if your partner's sentences are true or false. Ask follow-up questions about the true sentences.

I've been to the USA twice.
I think that's false.
No, it's true!
Really? When did you last go there?

b Tell the class about one of your partner's true experiences.

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4B My music

Vocabulary types of music
Grammar Present Perfect for life experiences (2): *yes/no* questions with *ever*

QUICK REVIEW Present Perfect Write four verbs and their past participles. Work in pairs. Take turns to say a verb. Your partner says the past participle and a sentence in the Present Perfect: **A** *See.* **B** *Seen. I've never seen 'Star Wars'.*

Vocabulary and Speaking Types of music

1 **a** CD1 42 Listen and put the types of music in the order you hear them.

jazz classical music blues rock music hip hop
r'n'b *1* pop music rock'n'roll dance music
traditional folk music reggae opera

b Work on your own. Answer these questions.

1 Which types of music do you like? Which don't you like?
2 Who are your favourite bands, singers or composers?
3 What was the last album you bought or downloaded?
4 What was the last gig or concert you went to?

c Work in groups. Compare answers. Do you like the same types of music?

Listening and Speaking

2 **a** Look at photos 1–3. Which is: a jazz concert, a club, a music festival? Which would you like to go to?

b CD1 43 Listen to Alan and Lucy talk about their musical experiences. What music do they like?

3 **a** Work in pairs. Fill in the gaps with *Alan* or *Lucy*.

1 _____ has been to lots of music festivals.
2 _____ hasn't seen the Black Eyed Peas live.
3 _____ has never been clubbing.
4 _____ has been to hundreds of jazz concerts.
5 _____ has never heard of Miles Davis.
6 _____ hasn't heard of Fatboy Slim.

b CD1 43 Listen again and check.

4 **a** Work in new pairs. Look at the beginning of the conversation. Choose the correct verb forms.

ALAN [1]*Did/Have* you ever [2]*go/been* to a music festival, Lucy?
LUCY Yes, I [3]*did/have*. I [4]*went/'ve been* to lots, actually. The last one I [5]*'ve been/went* to was in Denmark.
ALAN Oh, right. Who [6]*did you see/have you seen* there?
LUCY I [7]*saw/'ve seen* R.E.M. and the Black Eyed Peas. They [8]*were/have been* brilliant!

b CD1 43 Listen and check your answers.

1

HELP WITH GRAMMAR Present Perfect for life experiences (2): *yes/no* questions with *ever*

5 **a** Look again at **4a**. Then complete the rules with *Present Perfect* or *Past Simple*.

- We use the _____ to ask about people's experiences. We don't ask when these experiences happened.
- We use the _____ to ask for more information about these experiences.

b Fill in the gaps in the table with *Have*, *Has*, *been*, *seen* or *ever*.

auxiliary	subject	*ever*	past participle	
Have	you		been	to a music festival?
	he	ever		the Black Eyed Peas?
	she		heard	of Miles Davis?
	they	ever		clubbing together?

TIP • *ever* + Present Perfect = any time in your life until now. We often use *ever* in questions.

c Write the positive and negative short answers for the questions in the table.

TIP • We can also say *Yes, once/twice/lots of times*, etc. or *No, never.* as short answers.

d Check in GRAMMAR 4.2 p135.

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